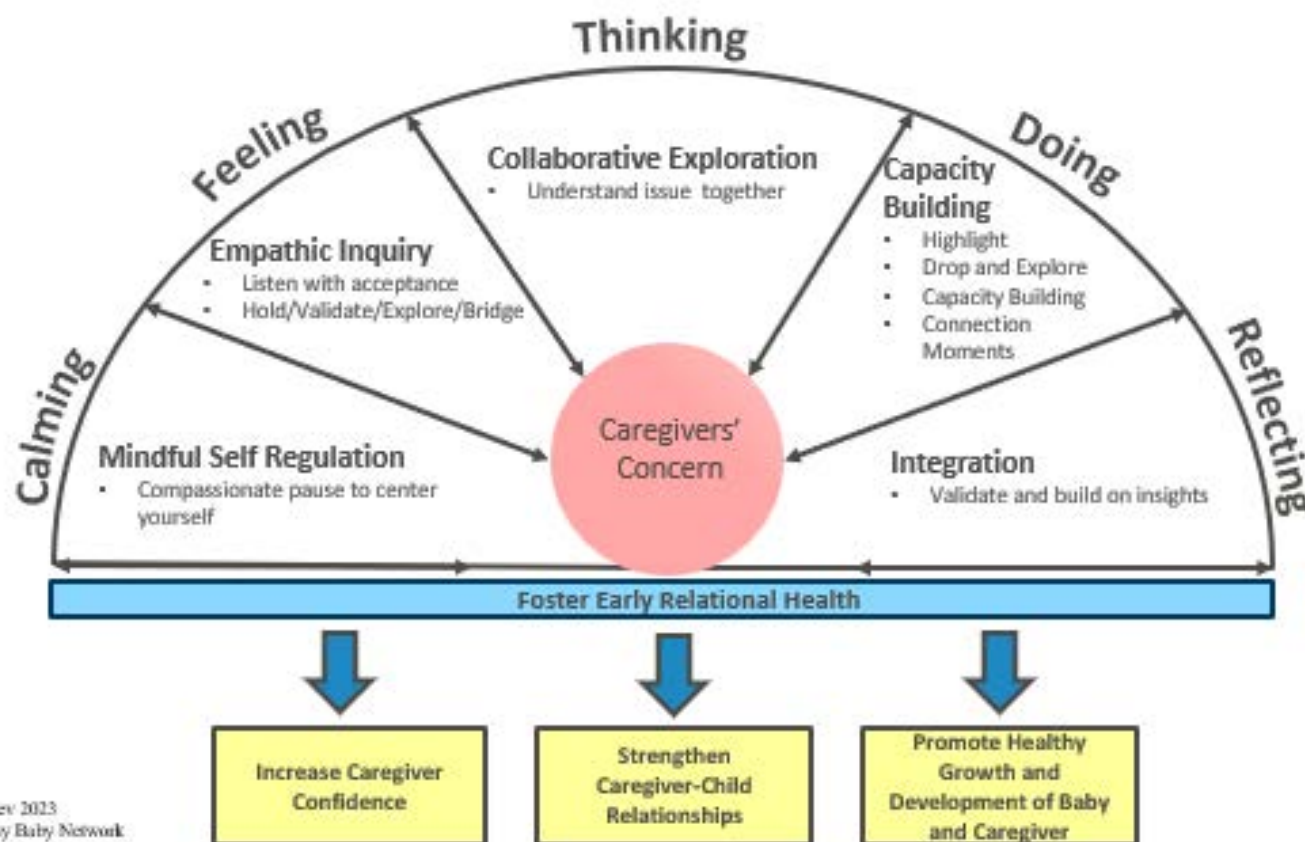


Facilitating Attuned Interactions FAN Yearbook

12 activities for Supervisors and Staff

HealthySteps FAN Facilitating Attuned Interactions



Activity 1: ARC of Engagement

Arc of Engagement

Near the middle

I just want to check in with you.
Are we getting to what is most on
your mind today?

In the beginning

What has it been like for you
to take care of your
child since ____?

At the end

Three words
I'm wondering if there was something
that you would like to remember from
our time together today?

Before the contact

How am I?
What do I need to do to
be fully present?

After the contact

How am I now?
What do I need to do to be present
for what comes next?

Write or draw your Pre-Contact Strategy

Write or draw your Post-Contact Strategy

Talk with a partner about your strategies. How are these working for you? What are you noticing?

Activity 2: Mindful Self-Regulation

After using MSR, where might you match the caregiver on the FAN?

You're doing an ASQ screening with a mom. During the screening, the mom describes the baby as "lazy."

MSR Strategy: _____

Where might you match the caregiver on the FAN? _____

Your response: _____

You have been talking about an upcoming transition to center-based care and the mom is not looking at you, seems distracted and "spaced out."

MSR Strategy: _____

Where might you match the caregiver on the FAN? _____

Your response: _____

You've been talking with mom about tantrumming in previous visits. On your visit today, the toddler starts screaming and throwing things at both you and mom.

MSR Strategy: _____

Where might you match the caregiver on the FAN? _____

Your response: _____

You've been exploring how mom is managing the chaos in her home environment for her and baby. In a recent visit, mom says that she thinks they need to move because "things aren't going to change if I stay here."

MSR Strategy: _____

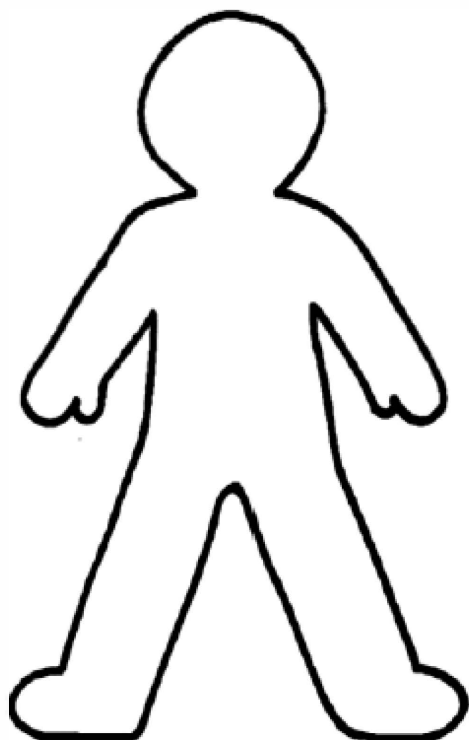
Where might you match the caregiver on the FAN? _____

Your response: _____

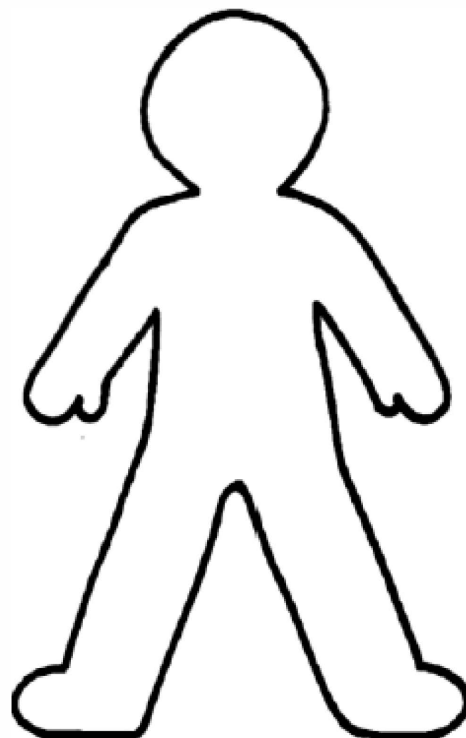
Activity 3: Empathic Inquiry

MSR, Hold, Validate, and Explore

What are you noticing about the caregiver that tells you they are in feelings?



What are you noticing about YOUR responses, including feelings, thoughts, and body sensations?



What is your MSR strategy?

How might you validate the caregiver's feelings?

How might you explore the caregiver's feelings?

Activity 4: Collaborative Exploration

Seeing the Baby the Caregiver Sees

This is your third visit with **Shanelle**, a first-time teenaged mother of a two-month old girl, **Blanca**.

Shanelle is overwhelmed by her baby's fussiness. She often says that Blanca is really "needy." While Shanelle is open to suggestions, she feels like nothing has worked when she has asked for other people's advice. During your visits, you have seen Blanca get fussy when she's tired or hungry.

What are your perceptions of Blanca? How are they similar or different from how it seems Shanelle sees Blanca?

What questions would you ask to better understand how Shanelle sees Blanca?

Activity 5: Collaborative Exploration

Instructions: Write the following scenarios on large post-its. While these scenarios do not include non-verbal cues, please assume the caregivers are ready to think with you. In groups of 3, staff are encouraged to write 1 collaborative question and 1 “not-so-collaborative” response for each scenario.

1. “I can’t get this kid to go to sleep. He just keeps getting out of the bed every time I put him in it.”
2. “She keeps having accidents when we go out during the day.”
3. “She is so wild every night when I come home from work.”
4. “He won’t eat anything. He just wants to play with his food.”
5. “She just cries all the time. Especially when I try to breastfeed her.”

Activity 6: Capacity Building

Practicing Offer and Explore *When a caregiver seems to be in “Doing”*

1. During a caregiver-child activity, you notice the baby stacking six blocks.

One way to **offer**: Stacking blocks is a great way to practice problem-solving and motor skills.

One way to **explore**: What have you noticed about her problem-solving skills?

Another way to **offer**: _____

Another way to **explore**: _____

2. A caregiver says, “I’ve heard the word ‘attachment’ before, but I don’t know what it means.

One way to **offer**: “Attachment” is a way to describe how connected you and your baby feel to each other.

One way to **explore**: As I say that, what comes to mind for you?

Another way to **offer**: _____

Another way to **explore**: _____

3. A caregiver is really quiet. You decide to introduce a caregiver-child activity called “Looking at Faces.”

One way to **offer**: Some babies are interested in black and white images, because they are simple and engaging.

One way to **explore**: What sorts of things have you noticed your baby focusing on?

Another way to **offer**: _____

Another way to **explore**: _____

4. A caregiver is really quiet. You decide to introduce a caregiver handout on nutrition.

One way to **offer**: Most babies are ready to try solids between 4 and 6 months.

One way to **explore**: When you do you think your baby might be ready to try solids?

Another way to **offer**: _____

Another way to **explore**: _____

5. A caregiver says, “I’m trying to fill out this job application, but I don’t know what my strengths are. I’ve been thinking about it, and I just don’t know what to say.”

One way to **offer**: I noticed you are always on time and ready for our visits which is a great strength.

One way to **explore**: I wonder how we could describe that trait on your application?

Another way to **offer**: _____

Another way to **explore**: _____



Activity 7: Integration

In pairs, read the following vignettes and circle the core processes that you observe. We will talk together about which core processes we noticed and where in the vignettes they were demonstrated. Each vignette contains at least one integration moment.

1. During a recent visit with Carmen, she appeared tearful. You take a deep breath, and ask Carmen how parenting has been for her since you last met. Carmen explained that she would like to file for child support, but she does not want her baby's father to be angry with her. After providing Carmen with empathy and exploring her feelings, Carmen asked for information on the child support procedures. You asked Carmen what she already knows about the process, and she said, "Nothing at all." You and Carmen explored the internet together and found information on the application process. After thinking through the process, Carmen said, "I guess child support isn't really a 'punishment.' It's a way for her father to contribute to her needs." After asking Carmen if you had gotten to the things that are most important to her during this visit, Carmen said, "Yes. Did you bring an activity today?" You introduced a fine motor activity. At the end of the visit, you asked Carmen what she might remember from today's visit. Carmen said, "I am going to think more about what child support means to me."

MSR

EI

CE

CB

Int

Thoughts:

2.

Angela and Hector explained that their home is being treated for a bedbug infestation. Hector reports the whole apartment complex has bedbugs, and he is concerned that the bedbugs will return. Angela said, "ever since I told you about our bedbug problem at our last visit, I've been thinking that we might need to move. I think the only way to get bedbugs out of our life is to move to an apartment complex that isn't dealing with a bedbug problem." Hector said, "I hadn't thought about moving. Maybe you're right. We might have to move." You imagine what it might be like to live among bedbugs, and begin to feel anxious. You take a sip of water, and relax the muscles in your shoulders. Near the end of the visit, you ask *(activity continues on next page)*



Hector and Angela for three words to describe their baby. Hector said, “tiny, fragile, and itchy.”

MSR

EI

CE

CB

Int

Thoughts:



Activity 8: Containment

To Bridge or Not to Bridge?

1. One-year-old boy has a genetic disorder. He is showing no signs or symptoms at this time. Mom appears obsessed with this disorder and wants to talk about “what if” all the time. At each visit, she goes over same fears.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?

2. At each visit, Mom just wants to talk about her relationship with her baby’s father. She keeps saying that she knows she shouldn’t be with him. She reports he treats her meanly, doesn’t do what he says he’s going to do, etc. Mom keeps going back to him, no matter how much we caution and talk about how this is affecting her children.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?



3. Dad has custody of his two boys. Every visit, he just keeps talking about how “out of control” the boys are. He will not take them out in public, but he won’t do anything to correct the behavior, either.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?

4. Teen mom and her baby live with her mom. Grandma often comes to each visit. She dominates the conversation, criticizing Mom’s care of the baby and often taking the baby from Mom’s arms. Mom rarely talks when Grandma is in the room.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?

Activity 9: Overwhelmed Caregiver Moment

As a large group, let's consider how we could respond to the following Overwhelmed Parent Moment. We'll consider:

1. MSR Strategies
2. Safety
3. Acknowledging overwhelmed feelings
4. Helping parent regulate (Being a Co-regulator)
5. Supporting parent in re-attuning with child

The mother arrives to the visit and is tearful. She shares she found out her boyfriend/baby's father is having an affair. Mom angrily shouts that she doesn't have anywhere else to live. Mom does not appear connected to the toddler, who is attempting to climb on her lap. You notice the toddler has a dirty diaper. Mom keeps nudging the toddler away as she angrily cries. Mom eventually says to the toddler, "Just get away from me."

Mindful Self-Regulation:

Safety:

Acknowledging feelings:

Helping parent regulate:

Supporting caregiver in re-attuning with child:

Next steps:



In small groups, consider how you could respond to the following Overwhelmed Caregiver Moment. We'll consider:

1. MSR Strategies
2. Safety
3. Acknowledging overwhelmed feelings
4. Helping caregiver regulate (Being a Co-regulator)
5. Supporting caregiver in re-attuning with child

Dad is attempting to soothe his crying 3 month-old baby. Dad appears frustrated, and angrily says, "He hates me. I just make him cry harder. Why even try?" Dad then puts baby down and slumps his shoulders.

Mindful Self-Regulation:

Safety:

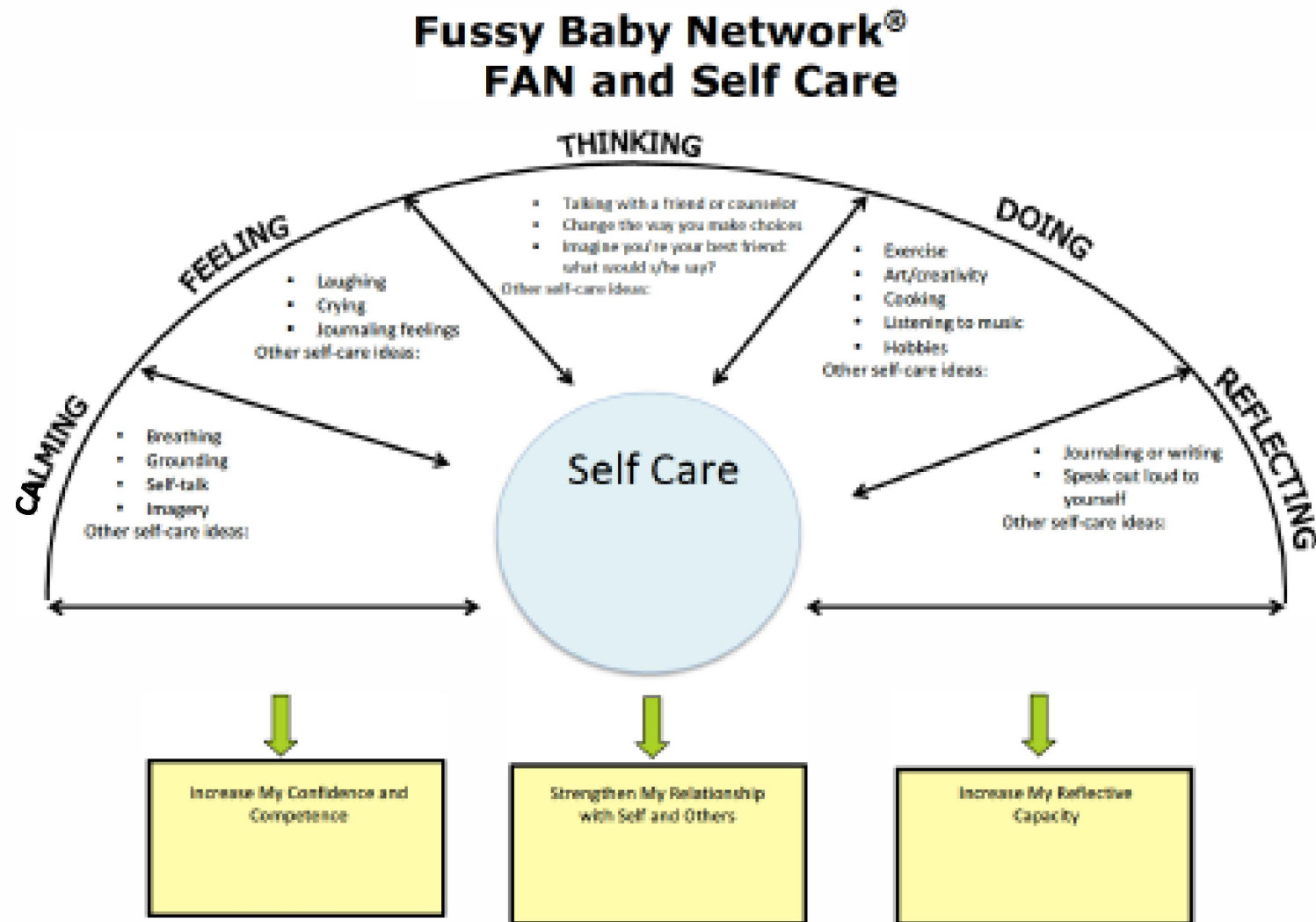
Acknowledging feelings:

Helping caregiver regulate:

Supporting caregiver in re-attuning with child:

Next steps:

Activity 10: The FAN and Self Care



Activity 11: Mismatch and Repair

Repair Discussion: Using the 1st set of discussion questions, encourage staff to consider a personal experience in which they did not feel matched. Next, use the 2nd set of discussion questions to encourage staff to think about a mismatch with a caregiver or other person. How might the attempt to repair the mismatch? Alternatively, this can be done in partners or small groups with a large group debrief between discussion question sets.

1st Set of Discussion Questions:

1. Where were you in the FAN?
2. Where was the person (on the FAN) with whom you were communicating?
3. What did you need from the person in the moment? How was that different than what they were offering you?

2nd Set of Discussion Questions:

1. Where were you on the FAN?
2. Where was the **other person** on the FAN?
3. In reflecting back, how might you repair and attempt to match with **the other person** in this moment?

Activity 12: Putting It All Together

In pairs, talk through a visit that is on your mind. What FAN core processes emerged?

Use the blank FAN to write or draw the interactions.

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